

2003-2004 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mr. Gary Simmons (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Wing Public School (As it should appear in the official records)

School Mailing Address P. O. Box 130, 4th and Main St. (If address is P.O. Box, also include street address)

Wing ND 58494-0130 City State Zip Code+4 (9 digits total)

Tel. ( 701 ) 943-2319 Fax ( 701 ) 943-2318

Website/URL www.wing.school.k12.nd.us E-mail Wing.School@sendit.nodak.edu

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date 2-3-04

Name of Superintendent\* Mr. Gene Kotaska (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wing Public School Tel. ( 701 ) 943-2310

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date 2-3-04

Name of School Board President/Chairperson Mr. Justin Deckert (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date 2-3-04

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
1 Other (Briefly explain)(One School housing grades K-12)  
 \_\_\_\_\_  
1 TOTAL

2. District Per Pupil Expenditure: \$ 7,934  
 Average State Per Pupil Expenditure: \$ 5,799

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 31 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	7	3	<b>10</b>	<b>7</b>	2	6	8
<b>1</b>	1	6	<b>7</b>	<b>8</b>	6	3	9
<b>2</b>	4	0	<b>4</b>	<b>9</b>	6	0	6
<b>3</b>	2	5	<b>7</b>	<b>10</b>	5	2	7
<b>4</b>	2	5	<b>7</b>	<b>11</b>	0	4	4
<b>5</b>	3	1	<b>4</b>	<b>12</b>	4	6	10
<b>6</b>	3	3	<b>6</b>	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>89</b>

6. Racial/ethnic composition of the students in the school: 97% % White  
           % Black or African American  
           % Hispanic or Latino  
           % Asian/Pacific Islander  
3% % American Indian/Alaskan Native  
**100** % Total

7. Student turnover, or mobility rate, during the past year: 6.4

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	5
<b>(4)</b>	Total number of students in the school as of October 1	77
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.064
<b>(6)</b>	Amount in row (5) multiplied by 100	6.4

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 1  
Specify languages: English

9. Students eligible for free/reduced-priced meals: 50.6 %  
45 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12.4 %  
11 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with

Disabilities Education Act.

- |                                   |   |
|-----------------------------------|---|
| <u>    </u> Autism                | <u>    </u> Orthopedic Impairment                 |
| <u>    </u> Deafness              | <u>    </u> Other Health Impaired                 |
| <u>    </u> Deaf-Blindness        | <u>  6  </u> Specific Learning Disability         |
| <u>    </u> Hearing Impairment    | <u>  9  </u> Speech or Language Impairment        |
| <u>  1  </u> Mental Retardation   | <u>    </u> Traumatic Brain Injury                |
| <u>    </u> Multiple Disabilities | <u>    </u> Visual Impairment Including Blindness |

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  1  </u>	<u>  2  </u>
Classroom teachers	<u>  9  </u>	<u>  5  </u>
Special resource teachers/specialists	<u>    </u>	<u>  2  </u>
Paraprofessionals	<u>  1  </u>	<u>    </u>
Support staff	<u>  2  </u>	<u>  6  </u>
Total number	<u> 13 </u>	<u> 15 </u>

12. Average school student-“classroom teacher” ratio:   8:1  

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97.6%	95.7%	95.8%	95.8%	96.7%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	0%	8%	0%	0%	8%
Student dropout rate	0%	3%	0%	0%	0%
Student drop-off rate	+10%	3.3%	0%	0%	0%

14. (*High Schools Only*) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<u>5</u>
Enrolled in a 4-year college or university	<u>40</u> %
Enrolled in a community college	<u>40</u> %
Enrolled in vocational training	<u>    </u> %
Found employment	<u>    </u> %
Military service	<u>20</u> %
Other (travel, staying home, etc.)	<u>    </u> %
Unknown	<u>    </u> %
<b>Total</b>	<u>100</u> %

## **PART III - SUMMARY**

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### **Narrative Snapshot of the Wing Public School**

The Wing Public School District is a small North Dakota School located in the center of the state. The geographic center of North Dakota is 25 miles north of Wing. The schools district contains 404 sections of land. The land is mostly hilly pasture land used for raising cattle with a small amount crop land. The town of Wing, where the school is located, has a population just over 200. About 80% of the 90 students are transported by the three district owned buses. The bus routes average 65 miles in length with the longest student ride time being about one hour twenty-five minutes.

Physically our school consists of three attached buildings. The older two story building has six classrooms and houses grades K-6, a 7-12 mathematic classroom, our Title I room and a counselor and special education room. The newer structure, built in the 1960's, has classrooms for grade 7-12 including a science and computer lab, the school offices, the school kitchen and dining area, locker rooms and the boiler and custodial rooms. The third building is the gym which includes the music area.

Enrollment this year in grades K-12 is 90 students, up 16 from the 2002-03 school year. Twenty-three of the 90 students are either open enrolled or tuition students from other school districts.

Following are the mission statement and the philosophy of the Wing Public School:

The school is organized using the K-6-6 plan. The kindergarten meets three full days a week for 90 days during the school year. There is a full time kindergarten aide to help with the class. Grades 1-2, 3-4, and 5-6 are taught in combination classrooms. The K-6 instruction is enhanced by separate music, including 5-6 grade band, physical education, and computer classes. We have part time counseling available for all our students, as well as special education(speech –LD-MR) services and a part time nurse. We have a full time Title I Reading instructor, a part time Title Math instructor and a 2 day a week Title I paraprofessional.

Grades 7-12 are taught by teachers with majors or minors in their instructional areas. In addition to the core instructional areas we have classes in industrial arts, business and computer education, physical education, and many interactive television classes (ITV). The ITV classes provide our students with a choice of foreign languages, art classes and a

variety of other offerings including college English, speech and psychology.

Our school has a family atmosphere, with a caring staff, that spend many hours, helping individual students achieve success in they educational experience.

### **MISSION STATEMENT**

The mission statement of the Wing Public School District is to provide effective teaching and responsive learning which empower students to acquire the concepts, knowledge, attitudes, and skills necessary to become healthy, happy, and productive citizens.

### **PHILOSOPHY**

The philosophy of the Wing Public Schools is that quality education for all students is possible through learner, staff, and parent interaction.

That :

- \* A problem-solving attitude creates effective schools.
- \* A safe and healthy environment must be present.
- \* Clear direction shall be communicated and implemented.
- \* Mutual trust, respect, and communication are crucial.
- \* Schools control conditions for academic success.
- \* The curriculum should maximize student potential.
- \* All students are capable of learning even though there are individual recognizable differences.
- \* Each student has the responsibility and the right to acquire academic knowledge and applied life skills.
- \* Students are better able to learn when they possess a positive self image.
- \* Students are better able to learn when they are intrinsically motivated.
- \* All students need to learn to be positive contributors to society.
- \* All students need to become independent learners.
- \* Staff need to be appropriately involved in the decision-making process.
- \* Staff need to be good role models.
- \* Commitment to on-going professional growth is essential for all staff.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. The meaning of the school’s assessment results in reading (language arts or English) and mathematics.**

Assessment data are reported in terms of the North Dakota State Assessment (NDSA), and North Dakota’s four achievement levels (advanced, proficient, partially proficient, and novice) for state content standards, as required under the No Child Left Behind Act. For 2000-01, however, the four achievement levels were defined in terms of percentiles from the CAT/Terra Nova, second edition, the tool used by the State at that time.

Wing Public School (K-12) has a small number of students in each grade. Consequently, data presented here are aggregated across three grades (grades 4 and 8, and a high school grade) to provide a more meaningful interpretation. All Wing students were tested in reading/language arts and mathematics each year in the grades required by mandated State Assessment.

Tables following the narratives display data for reading/language arts and for mathematics for 2000-01 through 2002-03. Statewide statistics indicate a significant downward shift in achievement in both reading/language arts and mathematics when the State moved from a definition of achievement based on percentiles on the CAT/TN2 to a definition based on cut scores on the NDSA. That is, the State’s achievement standards based on content standards were more rigorous than those under the previous definition.

The statewide decrease in achievement is mirrored in Wing scores for 2001-02. State scores were consistently higher than those of Wing in 2000-01 for the school as a whole, for low income, and for non-low income students. Yet by 2002-03, the reverse was true, with >95% of the Wing students at or above the basic level, and a noticeably greater percentage were at or above proficient and at advanced levels. That is, in 2000-01, the scores for Wing students were noticeably below those of the State overall when less rigorous State achievement standards were in place, but improved by 2002-03 to consistently and dramatically exceed State performance overall even under more rigorous standards.

With the exception of the low income subgroup reported here, the number of students in any one subgroup is too small to be interpreted meaningfully. Low income subgroup scores parallel those of the entire school, including the dramatic increase noted above. A comparison of low income vs. non-low income scores indicates virtually no difference for the basic and above level, while a higher percentage of low income (compared with non-low income) students scored proficient or above in two of the three years. A slightly higher percentage of non-low income students scored at the advanced level in reading. In mathematics, however, a consistently higher percentage of low income students achieved at the advanced level.

### **2. How the school uses assessment data to understand and improve student and school performance.**

Wing Public School uses several different types of assessment data to indicate success of our students. Among these are; standard curriculum assessments, portfolio assessments, CTBS assessments, North Dakota State Assessments, Accelerated Reader book tests, authentic learning checks, STAR reading level assessments, and Title I Math and Reading assessments. Our belief is that assessment must not be used solely as a means of checking a student’s progress, but a means for guiding the future instruction for the student. The overall goal is to use assessment as feedback so instruction can be continuously altered to match student progress and learning style.

A simple example of this would be the use of Accelerated Reader test results to monitor comprehension skills and appropriate reading level material for each student. If a student does not score well, the type of question and reading level of the material can be assessed so that the appropriate action can be taken to include the needed reading strategies for that student to insure future success.

A more complex example would include the use of school CTBS and North Dakota State Assessment scores to show weaknesses in current curriculum and teaching techniques. Once the weaknesses are known, they can be addressed and proper training and curriculum alterations can be made.

### **3. How the Wing Public School communicates student performance, including assessment data, to parents, students, and the community.**

We administer several tests to different groups of students each year. The TERRA NOVA is the state required assessment that evaluates students in grades 4 – 8 – 12. The parents receive the results at their parent teacher conferences. The results are explained by the teachers at that time. Our students, that have been tested, meet with our counselors and receive an interpretation of the results. The results are converted into cut scores by our Department of Public Instruction and a Annual Yearly Progress report sent to our school. This report is made available to our entire community by publicizing it in our monthly newsletter entitled the “Community Link”. The newsletter is mailed to all addresses in our school district.

The ACT or American College Test, which is usually taken by all of our seniors, is another assessment of student performance. Our counselor helps each student interpret their scores. Many times it is recommended that the test be retaken to improve on the scores as they are the basis for many scholarship. The schools average results are available to the public in our school profile. The profile contains pertinent information on our school, including a comparison of our ACT average scores with the other schools in the state.

The other assessments in our school are principally career based. An air force representative administers the ASVAB, which is an aptitude test. The results are interpreted for the students by our counselor. He administers other assessments, such as Choices, which also are career related.

Our counselor has made himself available to the parents to discuss any or all test results with them. We have an exceptionally open relationship with our parents and the community. Individuals feel free to stop in and visit all aspects of our school.

### **4. Describe how the school will share its successes with other schools.**

In rural North Dakota the sharing process is quite limited, although the positive factor is that we know many of the school administrators in our area and even in the state. Small schools such as ours, find it necessary to work very closely with several neighboring schools. We share in-services, music teachers, counselors, and sport teams.

The administrators have regional meetings where successes and school issues are discussed. This group usually meets monthly and provides an opportunity to elaborate on happenings within our school. It is exciting to talk about positives in education and is inspiring to hear about successes in neighboring schools. The great things going on in other schools and what has been done to make them happen are often applicable to our own school.

The monthly newsletter is also mailed to neighboring schools. The newsletter contains short articles written by our teachers which describe what is happening and what is going to happen in their classes and classrooms. The descriptions are very positive, and what is written is focused on exciting events going on within our school.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Wing Public School Curriculum.**

The kindergarten curriculum is the foundation which, in the next twelve years, students begin to form their education goals and habits. Students will learn letters and numbers as their core and have the opportunity to develop their social skills and learn to work together.

Overall in grades Kindergarten through sixth, our main reading curriculum consists of a whole language approach with stories that are true to life from children's literature. These include: realistic fiction, photo essays, nonfiction, fiction, fairytales, poems, plays, biographies, and novel studies. Along with this rich literature, we also stress the writing of complete thoughts and sentences when retelling the story and answering questions.

The science curriculum for grades seven through ten includes the core classes of life, earth and physical science and biology. The curriculum meets the North Dakota State Standards and also the National Science Standards. Even though our school is small, we offer elective classes to grades eleven and twelve including, but not limited to, physics, chemistry, human anatomy, and ecology.

The mathematics curriculum promotes literacy to help students live interesting, responsible and productive lives. The elementary (grades K-8) curriculum is based on the Saxon Math series and has greatly increased our students math abilities. Grades 9-10, also use the Saxon Series in the classes of algebra I, general mathematics and geometry. Grade 11-12 have the electives algebra II, trigonometry, calculus and advanced math available to them.

In the business curriculum, students will learn the basic principals of the business environment, become familiar with and use terms associated with business, and will be able to use the computer and different applications such as: word processing, spreadsheet, data base, power point, and the internet.

The social studies curriculum of grades 7-8 is composed of U. S. History, North Dakota Studies and Geography of the Western Hemisphere. Grades 9-12 must take World History and U. S. History and have Problems of Democracy and a social studies internet research class to chose from. Psychology and sociology are offered over our interactive television network.

Physical education and health are taught at all grade levels within our school.

Art in the Wing School is taught by the individual classroom teachers. One week of the year we have an artist in residence and a comprehensive concentration on various art areas. Grades 9-12 have art I-II-III available to them over our interactive television network.

Foreign language is available to our students by way of our interactive television network. Spanish I-II-III, German I-II, French and Latin are the foreign language classes being taught.

Music curriculum includes singing – vocally and technically accurate alone, in small and large ensembles, and with and without accompaniment. Students are taught improvisation and composition vocally and instrumentally.

Instrument curriculum begins with rhythm instruments in the elementary continuing to band. Instrumentalists are taught to play accurately as a soloist, and in small and large ensembles. Students are taught music history, style, listening, and composers with a wide variety of repertoire.

The (Kindergarten through eighth grade) Title I Reading and Math programs design individualized programs for struggling students according to their needs. In Title I Reading some services include: focused sight word and beginning

reading skills practice, guided practice with word attack strategies, study aids and games for 7-8 graders for students to use with parents, and monitoring the Accelerated Reading Program. In Title I Math services include: practice of computation facts, pre-teaching and re-teaching of lessons, and assisting with assignment questions.

**1.(Elementary Schools) The school’s reading curriculum, including a description of why the school chose this particular approach to reading.**

Also in first and second grade, the teacher stresses the need for a controlled vocabulary reader along with the whole language stories. This gives students a good foundation in basic reading and decoding skills. After the lesson has been taught, the students are expected to be independent in their decoding and thought process of their daily work which emphasizes good work habits. Each student has ample and equal opportunity to read in the classroom and to their parents through “Read Arouns,” Accelerated Reader books, and literature stories.

With a great foundation in the primary grades fluency, comprehension, and interpreting literature can be focused on in the intermediate grades. This is accomplished by longer more in-depth stories, using graphic organizers to organize information, incorporating creative dramatics and theatre with literature, analyzing character attributes in novels, and linking reading to other subject matter.

To ensure quality reading instruction, our Title I reading teacher (also part time class reduction teacher) teaches one reading class from each combination classroom. She also facilitates the Accelerated Reader Program that involves Kindergarten through sixth grade. The benefits of Accelerated Reader are that it pushes reluctant readers to read more, improves comprehension, introduces test taking skills, requires accountability, and rewards proficient readers.

We have a well-rounded effective reading program that is not a bought curriculum, but through experience our program has become effective. Our elementary staff feels that “you get what you expect,” and we expect our students to achieve their best, and we are small enough to ensure that no student slips through the cracks.

**(Secondary Schools) The school’s English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.**

The English curriculum is based upon a 7-12 strategy. In grades 7-8 heavy emphasis is placed on grammar as it relates to writing competencies. In addition, students are introduced to different genres of literature. They also must meet requirements in the Accelerated Reading Program. Basic fundamentals of speaking are introduced and practiced at this level.

In grades 9-12 the basic curriculum emphasizes mastering grammar, writing, speaking, and interpreting skills. Grades 11-12 are acquainted with American and English Literature. Many types of genres are taught to include short story, poetry, and drama.

In order to improve the reading skills of students who read below grade level, we maintain a continuous communication triad between the Title I teachers, the classroom teacher, and the student.

## **2. ONE OTHER CURRICULUM AREA OF THE SCHOOL'S CHOICE AND SHOW HOW IT RELATES TO ESSENTIAL SKILLS AND KNOWLEDGE BASED ON THE SCHOOL'S MISSION.**

### **Science Curriculum**

The science curriculum at Wing Public School promotes literacy in science, mathematics, and technology in order to help students live interesting, responsible, and productive lives. In a culture increasingly pervaded by science, mathematics, and technology, science literacy requires understandings and habits of mind that enable citizens to grasp what those enterprises are up to, to make some sense of how the natural and designed worlds work, to think critically and independently, to recognize and weigh alternative explanations of events and design trade-offs, and to deal sensibly with problems that involve evidence, numbers, patterns, logical arguments, and uncertainties.

Our curriculum is shaped by our vision of the lasting knowledge and skills we want students to acquire by the time they become adults. This includes both a common core of learning, and learning that addresses the particular needs and interests of individual students. The common core of learning in science, mathematics, and technology, center on science literacy, not on an understanding of each of the separate disciplines. The core studies include connections among science, mathematics, and technology and between those areas and the arts, humanities, and vocational subjects.

We believe that from their very first day in school students should be actively engaged in learning to view the world scientifically. That means encouraging them to ask questions about nature and to seek answers, make qualitative and quantitative observations, organize collections and observations, and communicate findings orally and in written form. As students continue to investigate the world, they become more adapt at observing, measuring, and communicating, all skills necessary in the real world

### **4. Instruction Methods for Improved Student Learning**

Recognizing that each student is an individual and therefore has individual needs, the educators of Wing Public School employ a variety of instructional practices.

We are fortunate in the fact that our teachers have a wide spectrum of teaching styles which compliment each other. Walking from classroom to classroom on any given day, you might witness any of the following scenarios:

**The Constructivist Classroom** – The teacher lays out guidelines for students, sets them up with needed information, stands back and “lets them go”. It is discovery learning at its best.

**The Lecture/Discussion Classroom** – Following the Practice Theory of education, the teacher correctly demonstrates problem solving skills, shows students *how* to learn and guides them into becoming independent learners.

**The Cooperative Learning/Multiple Intelligence Classroom** – Hands-on, minds-on, everyone is focused on one goal; building connections. Teachers use the latest findings in Brain Research to make learning meaningful, realizing that students are more apt to retain material that is meaningful to them.

**The Technology Classroom** – Teachers design and implement standards-driven lessons that focus on student outcomes. Technology is integrated not for technology's sake, but to enhance and accelerate student learning.

## **5. PROFESSIONAL DEVELOPMENT AND ITS IMPACT ON IMPROVING STUDENT ACHIEVEMENT.**

The Wing School professional development program is determined by our educational improvement plan. The educational improvement plan, in turn, is developed from disaggregated test data, student-teacher-parent surveys, and observable needs.

The test data is gathered from the ACT test which is voluntarily taken by all of our students prior to graduation. All of our prospective graduates take the test as it is a prerequisite for college and over 90% of our students attend either a two or four year college. All of our 2004 senior class is going to attend college in the fall of 2004. We also use the results of the Terra Nova, which is administered to grades 4-8-12 to help us determine what professional development activities are needed. Areas which appear to be weak are the areas that teachers may need additional help in teaching.

The use of the test results and surveys, both based on student achievement, and student-teacher and parent observed needs are the areas we hope to impact and hope to improve student achievement through professional development activities.

Professional development activities include usually two full days prior to the start of school in the fall and two evenings during the school year. They are devoted to the predetermined activities which have been indicated by the aforementioned methods. Our teachers have improved their technology skills and knowledge by enrolling in the state sponsored and grant funded "Teaching with Technology" project. All, except one teacher, have participated and completed all three phases of the project. We have also had several in services that were technology based.

All staff members have participated in the Character Counts Project training which we have integrated into our schools environment the last four years. One year of in services have been dedicated to educating the teachers to better help them understand and use the state standards in the teaching process. We have also had several technology related in services and, to help make instruction more effective, in services on recent brain research teaching techniques.

## PART VII - ASSESSMENT RESULTS

Several circumstances are affecting the manner in which our assessments are reported. North Dakota did not have cut points to determine proficiency levels until the 2001-2002 school testing year. Following is the information we have that indicated progress as related to state data:

Grades Tested 4 - 8 - 12 in 2001-02, 2001-02 and 2002-03

No students were excluded and the percent following include all students in the grades indicated. Also our free and reduced meal eligibility for all years is at 50% or lower.

<u>Number of Students Tested</u>	<u>2001-2002</u>	<u>2002-2003</u>
Grade 4	4	3
Grade 8	8	7
Grade 12	8	5

School percents indicate the number of students that met the cut point

<u>School Composites</u>	<u>2001-2002</u>	<u>2002-2003</u>
Reading	47%	90%
Math	13%	70%

(Please refer to page 8 for a more comprehensive explanation of the Wing Public Schools assessment results.)

**WING PUBLIC SCHOOL FOR STATE CRITERION-REFERENCED TESTS**

Completed a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test Terra Nova

Edition/publication year 1997 Publisher McGraw-Hill

Number of students in the grade in which the test was administered Varies with year

Number of students who took the test All students in the grade

What groups were excluded from testing? Why, and how were they assessed? None

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Number excluded 0 Percent excluded 0

**WING PUBLIC SCHOOL ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Grade 4 Test Terra Nova - Math

Edition/publication year 1997 Publisher McGraw Hill

Number of students in the grade in which the test was administered Varies with Year

Number of students who took the test All

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
Total Score	74	65	59	50	59
Number of students tested	3	4	8	5	6
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)	None	None	None	None	None
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**WING PUBLIC SCHOOL ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Grade   4   Test   Terra Nova - Reading  

Edition/publication year  1997  Publisher   McGraw Hill  

Number of students in the grade in which the test was administered   Varies with Year  

Number of students who took the test   All  

What groups were excluded from testing? Why, and how were they assessed?   None  

Scores are reported here as (check one): NCEs   x   Scaled scores      Percentiles     

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
Total Score	70	60	56	49	59
Number of students tested	3	4	8	5	6
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)	None	None	None	None	None
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**WING PUBLIC SCHOOL FOR STATE CRITERION-REFERENCED TESTS**

Completed a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 8

Test Terra Nova-Second Edition

Edition/publication year 1997

Publisher McGraw Hill

Number of students in the grade in which the test was administered Varies with Year

Number of students who took the test All

What groups were excluded from testing? Why, and how were they assessed? None

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Number excluded 0 Percent excluded 0

**WING PUBLIC SCHOOL ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Completed a separate form for each test and grade level, and place it on a separate page.

Grade   8   Test   Terra Nova – Second Edition Reading  

Edition/publication year   1997   Publisher   McGraw Hill  

Number of students in the grade in which the test was administered   Varies with Year  

Number of students who took the test   All  

What groups were excluded from testing? Why, and how were they assessed?   None  

Scores are reported here as (check one): NCEs   x   Scaled scores        Percentiles       

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	
<b>SCHOOL SCORES</b>					
Total Score	67	58	27	65	
Number of students tested	5	8	4	8	
Percent of total students tested	100	100	100	100	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)	None	None	None	None	
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**WING PUBLIC SCHOOL ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Completed a separate form for each test and grade level, and place it on a separate page.

Grade   8   Test   Terra Nova – Second Edition- Math  

Edition/publication year  1997  Publisher  McGraw Hill 

Number of students in the grade in which the test was administered   Varies with Year  

Number of students who took the test   All  

What groups were excluded from testing? Why, and how were they assessed?   None  

Scores are reported here as (check one): NCEs   x   Scaled scores      Percentiles     

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	
<b>SCHOOL SCORES</b>					
Total Score	8170	50	32	65	
Number of students tested	5	8	4	8	
Percent of total students tested	100	100	100	100	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)	None	None	None	None	
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**STATE CRITERION-REFERENCED TESTS**

Grade 12

Test TERRA NOVA- Second Edition

Edition/publication year 1997 Publisher McGraw Hill

Number of students in the grade in which the test was administered Varies with Year

Number of students who took the test All

What groups were excluded from testing? Why, and how were they assessed? None

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Number excluded 0 Percent excluded 0

**WING PUBLIC SCHOOL ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Completed a separate form for each test and grade level, and place it on a separate page.

Grade 12 Test Terra Nova - Reading  
Edition/publication year 1997 Publisher McGraw Hill

Number of students in the grade in which the test was administered Varies with Year

Number of students who took the test All

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs x Scaled scores      Percentiles     

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March			
<b>SCHOOL SCORES</b>					
Total Score	73	50			
Number of students tested	5	8			
Percent of total students tested	100	100			
Number of students excluded	0	0			
Percent of students excluded	0	0			
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)	None	None			
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**WING PUBLIC SCHOOL ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Completed a separate form for each test and grade level, and place it on a separate page.

Grade 12 Test Terra Nova - Math

Edition/publication year 1997 Publisher McGraw Hill

Number of students in the grade in which the test was administered Varies with Year

Number of students who took the test All

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs x Scaled scores \_\_\_\_\_ Percentiles \_\_\_\_\_

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March			
<b>SCHOOL SCORES</b>					
Total Score	69	49			
Number of students tested	5	8			
Percent of total students tested	100	100			
Number of students excluded	0	0			
Percent of students excluded	0	0			
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)	None	None			
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**WING PUBLIC SCHOOL TEST RESULTS IN READING (LANGUAGE ARTS OR ENGLISH)**

**2000-2001 THROUGH 2002-2003**

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
<b>SCHOOL SCORES</b>			
% At or Above Basic (Adv, Prof, PP)	>95%	85%	58.6%
% At or Above Proficient (Adv, Prof)	92.2%	60%	41.0%
% At Advanced	30.7%	5%	35.2%
Number of students tested	13	20	17
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
1. <u>Low Income</u> (specify subgroup)			
% At or Above Basic (Adv, Prof, PP)	>95%	84.5%	58.3%
% At or Above Proficient (Adv, Prof)	>95%	46.1%	46.6%
% At Advanced	28.5%	0%	33.3%
Number of students tested	7	13	12
2. <u>Non-Low Income</u> (specify subgroup)			
% At or Above Basic (Adv, Prof, PP)	>95%	85.7%	60%
% At or Above Proficient (Adv, Prof)	83.3%	71.4%	40%
% At Advanced	33.3%	14.2%	40%
Number of students tested	6	7	6
<b>STATE SCORES</b>			
% At or Above Basic	86.6%	85.7%	84.33%
State Mean Score	NOT REPORTED		
% At or Above Proficient	64.6%	64.1%	65.81%
State Mean Score	NOT REPORTED		
% At Advanced	18.1%	18.6%	47.73%
State Mean Score	NOT REPORTED		

**WING PUBLIC SCHOOL TEST RESULTS IN MATHEMATICS  
2000-2001 THROUGH 2002-2003**

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
<b>SCHOOL SCORES</b>			
% At or Above Basic (Adv, Prof, PP)	>95%	75%	72.1%
% At or Above Proficient (Adv, Prof)	76.1%	25%	61.0%
% At Advanced	30.7%	5%	44.4%
Number of students tested	13	20	18
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
1. <u>Low-Income</u> (specify subgroup)			
% At or Above Basic (Adv, Prof, PP)	>95%	61.4%	66.6%
% At or Above Proficient (Adv, Prof)	85.7%	15.2%	58.3%
% At Advanced	42.8%	7.6%	50.0%
Number of students tested	7	13	12
2. <u>Non-Low Income</u> (specify subgroup)			
% At or Above Basic (Adv, Prof, PP)	>95%	85.7%	83.3%
% At or Above Proficient (Adv, Prof)	66.6%	42.8%	66.6%
% At Advanced	16.6%	<5%	33.3%
Number of students tested	6	7	6
<b>STATE SCORES</b>			
% At or Above Basic	83.7%	83.3%	83.91%
State Mean Score	NOT REPORTED		
% At or Above Proficient	44.4%	44.3%	66.66%
State Mean Score	NOT REPORTED		
% At Advanced	14.5%	14.2%	50.77%
State Mean Score	NOT REPORTED		

**NUMBER AND PERCENTAGE OF STUDENTS AT ADVANCED, PROFICIENT, PARTIALLY PROFICIENT, AND NOVICE ACHIEVEMENT LEVELS IN WING PUBLIC SCHOOL AS DETERMINED BY NORTH DAKOTA ACCOUNTABILITY SYSTEM 2000-01 THROUGH 2002-03**

**MATH**

	Grade 4						Grade 8						High School Grades						Across Grades					
	00-01		01-02		02-03		00-01		01-02		02-03		00-01		01-02		02-03		00-01		01-02		02-03	
<b>Advanced</b>	3	37.50%	1	25%	1	33%	5	83%			3	60%							8	44%	1	5%	4	31%
<b>Proficient</b>	3	37.50%	2	50%	2	67%			2	25%	1	20%					3	60%	3	17%	4	20%	6	46%
<b>Partially Proficient</b>	1	12.50%	1	25%					5	63%	1	20%	1	25%	4	50%	2	40%	2	11%	10	50%	3	23%
<b>Novice</b>	1	12.50%					1	17%	1	12%			3	75%	4	50%			5	28%	5	25%		
<b>N</b>	8		4		3		6		8		5		4		8		5		18		20		13	

\* Grade 12 was not high school grade tested in 2000-01; data is presented in grade 10

**NUMBER AND PERCENTAGE OF STUDENTS AT ADVANCED, PROFICIENT, PARTIALLY PROFICIENT, AND NOVICE ACHIEVEMENT LEVELS IN WING PUBLIC SCHOOL AS DETERMINED BY NORTH DAKOTA ACCOUNTABILITY SYSTEM 2000-01 THROUGH 2002-03**

**READING**

	Grade 4						Grade 8						High School Grades						Across Grades					
	00-01		01-02		02-03		00-01		01-02		02-03		00-01		01-02		02-03		00-01		01-02		02-03	
<b>Advanced</b>	4	50%			1	33%	2	40%	1	12.5%							3	60%	6	35%	1	5%	4	31%
<b>Proficient</b>			4	100%	2	67%	1	20%	4	50.0%	5	100%			3	37.5%	1	20%	1	6%	11	55%	8	61%
<b>Partially Proficient</b>	2	25%					1	20%	3	37.5%					2	25.0%	1	20%	3	18%	5	25%	1	8%
<b>Novice</b>	2	25%					1						4	100%	3	37.5%			7	41%	3	15%		
<b>N</b>	8		4		3		5		8		5		4		8		5		17		20		13	

\* Grade 12 was not high school grade tested in 2000-01; data is presented in grade 10

<b>2000-01 Achievement Levels and National Percentile Rank Levels</b>	
<b>2000-01 Achievement Level</b>	<b>National Percentile Rank</b>
Advanced	65.00-99.99
Proficient	50.00-64.99
Partially Prof.	30.00-49.99
Novice	0-29.99